

## **School Accountability Report Card Reported for School Year 2004-05**

*Published During 2005-06*

### **Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

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## I General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Egan (Lyle) High	<b>District Name</b>	California Education Authority
<b>Principal</b>	Michael Jaurequi, Ed.D.	<b>Superintendent</b>	Glenda Pressley
<b>Street</b>	15180 South Euclid Ave.	<b>Street</b>	4241 Williamsborough Dr #115
<b>City, State, Zip</b>	Chino, CA 91710-9148	<b>City, State, Zip</b>	Sacramento, CA 95823-2088
<b>Phone Number</b>	(909) 606-5046	<b>Phone Number</b>	(916) 262-1500
<b>FAX Number</b>	(909) 606-5066	<b>FAX Number</b>	(916) 262-1510
<b>Web Site</b>	<a href="http://www.cdcr.ca.gov">www.cdcr.ca.gov</a>	<b>Web Site</b>	<a href="http://www.cdcr.ca.gov">www.cdcr.ca.gov</a>
<b>E-mail Address</b>	mjaurequi@cya.ca.gov	<b>E-mail Address</b>	gpressley@cya.ca.gov
<b>CDS Code</b>	36-32276-3638459	<b>SARC Contact</b>	Jim Cripe

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

### School Description and Mission Statement

Information about the school, its programs, and its goals.

Lyle Egan High School is a comprehensive high school located inside Heman G. Stark Youth Correctional Facility, the largest juvenile rehabilitation center in the state of California and one of eight such centers operated by the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Its student body is comprised entirely of male wards of the state between the ages of 17 and 25 who have been incarcerated by California courts for commission of felonies.

Lyle Egan High School is fully accredited by the Western Association of Schools and Colleges and confers diplomas based on California Department of Education standards, as well as GEDs through the Center for Adult Learning and Education Credentials (CALEC), A<sup>+</sup> and N<sup>+</sup> computer certificates through Computing Technology Industry Association (CompTIA), barbering licenses through the California Board of Barbering and Cosmetology, forklift and scissors lift certificates through Occupational Safety Training Systems, welding certificates from the American Welding Society, and floor care certificates from Johnson Diversey, Inc.

Lyle Egan High School also participates in all CELDT, STARS, CAHSEE, and PFT testing, offers standards-based high school subjects, adult basic education, ELD, special education, character education, and occupational training in fifteen different industrial and technical vocations. Each student has a high school graduation plan, an individual education plan (if identified as a special education student), and an individual change plan (for offender rehabilitation).

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### Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	Michael Jaurequi, Ed.D.	<b>Contact Person Phone Number</b>	(909) 606-5046
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During their incarceration, our students are wards of the state of California, which functions *in loco parentis*. Involvement of biological parents and legal guardians is restricted to visiting days and graduation. For those few students under the age of eighteen, parental or surrogate participation in IEP meetings is required, and results of their standardized tests are mailed home. Contact between teachers and parents is otherwise limited. Under the institution's behavior incentive program, students can earn additional visiting opportunities by accumulating merit points.

## II. Demographic Information

### Student Enrollment—Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS). In order to serve all wards incarcerated at its site, Lyle Egan also enrolls non-graduates who are adults and graduates needing occupational training, neither of whom are reportable below.

Grade Level	Non-Graduate Non-Adult Enrollment
Grade 8	33
Grade 9	72
Grade 10	115
Grade 11	166
Grade 12	91
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>477</b>

### Student Enrollment—Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	122	25.6	Hispanic or Latino	313	65.6
American Indian or Alaska Native	2	0.4	Pacific Islander	1	0.2
Asian	3	0.6	White (Not Hispanic)	34	7.1
Filipino	1	0.2	Multiple or No Response	1	0.2

## III. School Safety and Environment For Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	November 2005	<b>Date Last Discussed with Staff</b>	3/16/06
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Since Lyle Egan High School is located within the perimeter fence of a correctional facility, faculty and student safety protection from assault, intervention in case of violence, and command and control in case of fire, earthquake, or terrorism, and even investigation of on-site crimes are the responsibility of the facility's correctional peace officer force operating under the facility's annually-updated comprehensive *Multi-Hazard Plan* and a chief of security with the rank of major. In the event of a riot or disaster, our site has mutual aid agreements with local law enforcement agencies and the California Office of Emergency Services.

Since several hundred gangs—many of whom are rivals—are represented among our student body, our institution has two gang coordinators and a joint site council dedicated to coping with the continuing challenge of controlling on-site violence.

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All faculty wear personal monitor tracking alarms capable of both active and passive summoning of security staff, all classrooms have fire alarms, evacuation maps, and telephones with cradle alarms, and security staff are equipped with an array of non-lethal weapons, squad cards, a canine unit, radios, and vision posts from towers.

All faculty have received staff-offender intervention training, alarm operation training, and annual management of assaultive behavior training; of these, the most recent refresher was conducted in January 2006.

In addition, the compound in which our school is located has a safety office operating under a health and safety officer and an annually-updated set of California state regulations and policies covering occupational safety, workplace hazards, and employee well being, in accordance with Cal OSHA stipulations and SEIU employee union contracts

### **School Programs and Practices That Promote a Positive Learning Environment**

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

To manage the deportment of a student body comprised entirely of incarcerated felons, the correctional institution in which our school is located utilizes a comprehensive incentive program in which students earn merit points for each week in which no misconduct on their part has been reported. Accumulated points can be redeemed for a variety of privileges, from permission to wear non-government-issued clothing to additional contact with the outside world in the form of extra telephone calls, letters, or visits. All students are classified as being at behavior level A, B, or C based on such points and can promote from lower classifications to higher ones as points amass. Higher classifications provide less restrictive individual environments within the institution setting.

This incentive program is monitored by a sophisticated software program which receives information for calculating losses of points from official behavior reports entered into the computer system by any education, custody, or security staff member witnessing a rule violation—subject to adjudication by the security and parole agent personnel comprising our on-site Disciplinary Decision Making System council.

All students whose educational setting is temporarily changed to curtail their perpetration of violence are counseled by our School Consultation Team or Individual Education Program Team to address educational and behavioral issues as they transition into or out of a restrictive setting. Educational services are delivered regardless of the level of individual control necessary to maintain a safe environment, including tutorial assistance within individual cells when necessary.

In order to graduate from Lyle Egan High School, all students must complete ten credits of value-based character education taught on site by members of our faculty with degrees in sociology or psychology. Courses currently offered by our Character Education Department include Impact of Crime on Victims, Young Men as Fathers, and Employability Skills. Such classes positively influence both the current learning environment and the students' future approach to conflict situations.

To provide our incarcerated student body with some degree of self governance, our school has an active student council striving for amiable coexistence.

The rehabilitation center in which our school is located provides students with permanent facilities and professional clergy for Catholic, Protestant, Muslim, and Native American worship. Finally, the fact that our education program is accredited and standards-based provides enhanced value to our diplomas and occupational certificates—and consequently, greater focus by our residents on positive achievement rather than retribution while serving time.

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## **Suspensions and Expulsions**

Data reported are the number of suspensions. The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
<b>Number of Suspensions</b>	0	0	0	0	0	0
<b>Rate of Suspensions</b>	0	0	0	0	0	0
<b>Number of Expulsions</b>	0	0	0	0	0	0
<b>Rate of Expulsions</b>	0	0	0	0	0	0

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

## **IV School Facilities**

### **School Facility Conditions—General Information**

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms.

The school's career-technical department offers several courses in environmental sanitation, including bio-hazard cleanup. To provide such students with real-world application of their skills, these classes are responsible for cleaning classrooms, administrative offices, and accidental spills where appropriate protection against pathogens is used. Supervision of these teams is done by designated-subjects-credentialed teachers with additional industry certifications in the areas of Federal Emergency Management, Disease Transmission Prevention, and AIDS Emergency Worker Education.

Since our student body is composed entirely of male offenders, each classroom contains a boys bathroom, which often use modesty panels instead of walls so that the teacher can maintain sight supervision. For those classrooms without drinking fountains, the sanitation class delivers insulated water jugs daily. Facility improvements will eventually include upgrades to such bathroom fixtures.

For temperature control, most classrooms use steam in the winter and swamp coolers in the summer. Given that classes are in operation twelve months per year, comfort improvements in the form of air conditioning may eventually be done.

Lyle Egan's annual *School Improvement Plan* evaluates the physical condition of all 190 rooms and offices comprising our school. Although some areas needed repair according to this year's edition of this plan, such rooms were either not currently in use or were already being refurbished.

### School Facility Conditions—Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed interim evaluation instrument, including the school site inspection date, the interim evaluation instrument completion date, and the date of any remedial action taken or planned.

Interim Evaluation Instrument Part	Good Repair?		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	T		
<b>Mechanical Systems</b>		T	Plant Operations continues to repair as required.
<b>Windows/Doors/Gates (interior and exterior)</b>		T	Plant Operations continues to repair as required.
<b>Interior Surfaces (walls, floors, and ceilings)</b>		T	Plant Operations continues to repair as required.
<b>Hazardous Materials (interior and exterior)</b>	T		
<b>Structural Damage</b>		T	Plant Operations continues to repair as required.
<b>Fire Safety</b>	T		
<b>Electrical (interior and exterior)</b>		T	Additional circuits to be installed dependent upon capital outlay.
<b>Pest/Vermin Infestation</b>	T		
<b>Drinking Fountains (inside and outside)</b>	T		Some classroom need new fountains.
<b>Restrooms</b>	T		
<b>Sewer</b>	T		
<b>Playground/School Grounds</b>	T		School has no playground equipment.
<b>Other</b>		T	Additional exterior work and wire replacement needed.

## V. Academic Data

### Standardized Testing and Reporting (STAR)

For grades 8-12, the STAR battery currently consists only of the California Standards Tests (CSTs).

### California Standards Tests (CSTs)

The CSTs show how well students are doing in relation to the state content standards. Student scores are reported as one of five performance levels—*Advanced* (exceeds state standards), *Proficient* (meets state standards), *Basic* (approaching state standards), *Below Basic* (below state standards), and *Far Below Basic* (well below state standards). Students scoring at the proficient or advanced levels meet state standards in that content area.

### CST—All Students

Data reported are the percent of students achieving at the *Proficient* or *Advanced* level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>English-Language Arts</b>	0%	0%	3%	4.4%	5.8%	3.0%	35%	36%	40%
<b>Mathematics</b>	0%	0%	3%	6%	2.5%	1.5%	35%	34%	38%
<b>Science</b>	0%	0%	0%	4.3%	2.5%	0.7%	27%	25%	27%
<b>History-Social Science</b>	1%	0%	1%	2.9%	4%	1.8%	28%	29%	32%

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### CST—Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White
English-Language Arts	2	0	*	*	3	*	8
Mathematics	0	0	*	0	6	*	*
Science	0	0	0	0	0	0	*
History-Social Science	0	0	*	*	1	0	0

### CST—Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. Migrant students at our school were not identified prior to 2006, so results are not disaggregated for them below. There are no female students at our school.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	3	N/A	2	3	2	UNK
Mathematics	0	N/A	0	0	0	UNK
Science	0	N/A	0	0	0	UNK
History-Social Science	1	N/A	0	1	0	UNK

### Norm-Referenced Test (NRT)—All Students

No results are shown for 2005 and thereafter because the State Board of Education discontinued the normative California Achievement Test (CAT 6) for grades 8-12 that year. Data reported for 2003 and 2004 are the percent of students scoring at or above the 50th percentile (the national average).

Subject	School		District		State	
	2003	2004	2003	2004	2003	2004
Reading	4%	2%	9.5%	8.2%	43%	43%
Mathematics	0 %	0%	6.6%	6.6%	50%	51%

### NRT—Subgroups for this Year

No results shown because CAT 6 testing ceased in California for grades 8-12 in 2005.



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## Local Assessment

Data reported are the percent of students meeting or exceeding the district standard for the Comprehensive Adult-Student Assessment System (CASAS) in reading and math and for the California Education Authority's Writing Assessment.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
8	0%	0%	0%	0%	0%	0%	1.7%	0%	0%
9	3.4%	5.2%	1.5%	2.2%	2.6%	0%	3.8%	5.2%	3%
10	5.6%	8.8%	2.8%	4.6%	5.7%	1.6%	6.2%	9.7%	4%
11	4.6%	9%	3.6%	3.6%	5.7%	1.1%	4.4%	9.2%	5.5%
12	5.2%	10%	9%	3.6%	5.2%	8.1%	4.2%	9%	11.5%

## California Physical Fitness Test

Data reported are the percent of ninth-grade students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for 2004-05.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	0.0	N/A	0.0	10.1	11	10.0	26.7	25.8	27.5

## Academic Performance Index (API)

## Adequate Yearly Progress (AYP)

## Federal Intervention Program Improvement (PI)

As an alternative school, Lyle Egan High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

## VI. School Completion

## California High School Exit Examination (CAHSEE)

As with all California schools, exit exam reporting for Lyle Egan High School will begin with the SARC published in 2007.

## Dropout Rate

Wards of the state are unable to drop out of Lyle Egan High School while incarcerated at our site, since education is a central component of their criminal rehabilitation and since they are physically prohibited from leaving the grounds.

## Graduation Rate

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)				5,058	3,861	3,296	1,772,417	1,830,903	1,876,927
Number of Dropouts	0	0	0	0	0	0	47,871	58,189	61,253
Dropout Rate (1-	0.0	0.0	0.0	0.0	0.0	0.0	2.7	3.2	3.3

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year)									
<b>Graduation Rate</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>87.0</b>	<b>86.7</b>	<b>85.3</b>

The graduation formula used by SARC will erroneously yield a figure of 100% when applied to schools which do not permit wards to drop out, regardless of the true rate at which students are graduating. Therefore, a SARC graduation rate cannot be computed for Lyle Egan High School. However, according to the most recent CBEDS report, Lyle Egan High School graduated 52 students from high school during school year 2004-05, and according to the most recent ASAM report, this comprised 13% of the seniors at Lyle Egan who graduated during their senior year.

## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	Avg. Class Size	2003 Number of Classrooms			Avg. Class Size	2004 Number of Classrooms			Avg. Class Size	2005 Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Other	15.8	4	0	0	16.0	4	0	0	9.5	2	0	0

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.6	5	0	0	17.2	13	0	0	13.2	6	0	0
Mathematics	17.8	1	0	0	17.8	4	0	0	15.0	5	0	0
Science	21.5	1	0	0	21.5	2	0	0	16.5	2	0	0
Social Science	20.5	4	2	0	18.1	10	2	0	15.0	10	0	0

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers.

The California Education Authority is the statewide school district to which Lyle Egan High School belongs. It has only recently begun certifying its faculty as being highly qualified in accordance with NCLB requirements. There is no data available yet for reporting.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
<b>This School</b>	93.0

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<b>All Schools in District</b>	95.0
<b>High-Poverty Schools in District</b>	0.0
<b>Low-Poverty Schools in District</b>	0.0

## **Teacher Credentials**

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." (Data for teachers with a full credential and teaching outside his/her subject area were provided by the LEA.)

	2003	2004	2005
<b>Total Teachers</b>	48	46	39
<b>Teachers with Full Credential</b>	48	46	39
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)	1	1	1
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	1	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

## **Teacher Misassignments**

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2003	2004	2005
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	2	2	1

## **Teacher Education Level**

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	0.0	6.3

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<b>Master's Degree plus 30 or more semester hours</b>	20.5	9.4
<b>Master's Degree</b>	10.3	25.0
<b>Bachelor's Degree plus 30 or more semester hours</b>	20.5	43.8
<b>Bachelor's Degree</b>	10.3	6.3
<b>Less than Bachelor's Degree</b>	38.5	9.4

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	1	1	35

### Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

A uniform *Rubric for Classroom Observation* is used for classroom visitations by the administrators of all California Education Authority schools. It covers class environment and behavior management, curriculum standards, instruction, assessment, and records management. In addition, the observer looks for differentiated grouping and appropriate use of variations, accommodations, and modifications, as needed, for English learners and special education students. For vocational classes, both practical application and related theory must be appraised.

A standard *Individual Development Plan* form is the document used to annually evaluate the job performance of all state employees. It covers quality of work, work commitments, work supervision, independent action, relationships with people, situation analysis, and performance objectives.

Despite the detailed evaluation instruments in place, classroom observations and annual appraisals are currently on hold at Lyle Egan High School until the school hires additional administrative staff.

### Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Like all juvenile justice schools in California, Lyle Egan High School utilizes both academic and vocational substitute teachers since its career technical division is as large as its academic department. Since our school operates twelve months per year—without summer, Christmas, or Spring vacations—individual faculty members take their standard two-week vacations throughout the year, scheduled so that no more than two or three are on vacation at any given time. Teachers taking professional growth coursework offered during the summer also require substitute teachers since our school is always in session. Courses taught by retirees working part time (known as *Retired Annuitants*) require substitutes during those days each week that they do not work. These factors create a perpetual year-round need for substitute teachers.

Our school uses two types of substitutes: (a) temporary employees called in on a per diem basis following the model of public school districts (known as Temporary Utilization Authorized or *TAU Teachers*), and (b) permanent teachers whose full time assignment is covering other teachers' classes (known as *Relief Teachers*). To obtain TAU teachers for coverage of academic classrooms we must compete with surrounding public school districts which offer higher pay and a less intimidating environment. Consequently, our school has a chronic shortage of substitutes and a concomitant closures of classes as teacher absences occur.

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Since all faculty members at our school, including TAU substitutes, are state employees, the few substitutes who regularly work at our site are subject to layoffs whenever the state needs to reduce the California government budget. Such action discourages their return when funding is later restored. Currently our school has one TAU substitute, one academic relief teacher, and two vocational relief teachers.

### **Counselors and Other Support Staff**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

<b>Title</b>	<b>FTE</b>
<b>Counselor</b>	0.0
<b>Library Media Teacher (Librarian)</b>	0.5
<b>Psychologist</b>	3.0
<b>Social Worker</b>	0.0
<b>Nurse</b>	11.0
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialists in non-teaching assignments</b>	0.0
<b>Other</b>	5.6

### **Academic Counselors**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>
0	N/A

## **IX. Curriculum and Instruction**

### **School Instruction and Leadership**

Information about the structure of the school's instructional program and the experience of the school leadership team.

The Department of Corrections Juvenile Justice Division is designed to accept only the most serious juvenile offenders in California. As a result, the facility serviced by our school houses young adults with profound social, emotional, and criminal pathologies, many of whom require treatment at specialized centers within our institution and others of whom are too predatory to intermingle with classmates. For this reason, only 40% of our instructional program is conducted in classrooms and vocational shops in a traditional on-campus school setting. The remaining 60% of our program is delivered by teachers working directly on housing units—in satellite classrooms attached to living quarters or in living unit dayrooms.

Although the California Department of Education's Alternative Education Office classifies the entire instructional program at Lyle Egan High School as being alternative education, the instruction which is

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delivered to small groups and individuals in the concrete and steel setting of prison barracks—as is 60% of our instruction—is the quintessence of alternativeness.

Regardless of location, all of our instructional materials are standards-aligned, all of our teachers are California credentialed, all of our academic courses are accepted for UC and CSU admission, and the school is accredited through 2009 by the Western Association of Schools and Colleges.

The school's leadership team is comprised of the chairpersons of all focus and home groups, along with all school administrators. Sixty percent of the leadership team possesses advanced degrees, and the members of this group have an average of 16½ years of educational experience each.

### **Professional Development**

Information about the program for training the school's teachers and other professional staff.

As employees not only of a school district, but also of a government agency, our faculty receive a panoply of in-service training—from management of assaultive behavior taught by our institutional security staff, to teamwork seminars from motivational consultants, to software usage by departmental programmers. Last year a three-credit SB395 course in ELD/SDAIE instruction was delivered on site to our entire faculty by the San Joaquin County Office of Education.

In addition, all teachers earn educational leave credits for off-campus enrollment in college courses leading to additional credentials in areas of need for the school, and teaching assistants are eligible for the 20/20 Program, which permits half weeks of work while they pursue their first credential at surrounding universities.

Members of our subject-area curriculum committees are regularly sent to reading, math, and science conferences held on university campuses throughout the state by organizations such as the California Mathematics Council, the California Science Teachers Association, the California Consultancy for Arts Education, the Accountability Institute for English Learners and Immigrant Students, and the CSU Monterey Bay Center for Reading Diagnosis and Instruction, as well as by publishers of newly-adopted materials, such as Hampton Brown (for the High Point literacy series) and Holt Rinehard (for the Holt literature language arts series).

In the past, several of our teachers have received honors—such as the National Endowment of the Humanities Teacher-Scholar Award and the Disney® Teacher of the Year Award—which included sharing knowledge and practices learned with our faculty during their award-sponsored professional growth experience.

This year's professional development calendar for Lyle Egan High School includes several new events, including possible seminars conducted by The Pacific Institute and by Nobel Peace Prize recipient Rigoberta Menchú.

### **Quality and Currency of Textbooks and Instructional Materials**

Information about the standards-aligned and locally adopted textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

**English Language Arts.** A cohesive sequence of Holt® *Literature Language Arts* textbooks—with all supporting workbooks and media aids—and Hampton-Brown® *Literacy* textbooks—with all available workbooks—are used at Lyle Egan in accordance with a comprehensive ELA assessment sieve. All

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items in these series have recent copyright dates and the Holt materials are explicitly aligned to California content standards.

**Mathematics.** Lyle Egan High uses a full series of pre-algebra, algebra, and geometry textbooks from Prentice-Hall®—including all of this publisher's associated workbooks, assessment books, media aids, and manipulatives. All items have recent copyright dates. Some of these books are California editions with standards imprinted throughout the text, while others use correlation charts to establish alignment with California standards. This set of materials includes Algebra 1 textbooks at two levels of rigor, in addition to Algebra 2 and geometry textbooks.

For use in compensatory adult education and special education classes, a full series of Saxon® Math arithmetic textbooks with supporting workbooks and manipulatives are also at Lyle Egan. These materials have not been aligned to California math standards and some of their copyrights predate 2000; however, their use at our high school is confined to remediation for elective credit.

**Science.** Lyle Egan uses Glencoe's® *Biology, The Dynamics of Life*, for its biology class, along with all ancillary materials available for this series—which has a 2005 copyright and achieves California-alignment by overprinting content standards throughout the text. Since the issue of safe use of laboratory equipment by inmates remains unresolved, our school has purchased Glencoe's *Virtual Lab* software for this series, although it is not yet in use. For physical science, our school uses Prentice-Hall's® *Earth Science*, © 2006. Although in compliance with National Science Education Standards, this series is neither aligned nor correlated to California science content standards.

For elective-credit basic skills remediation, our school also uses Prentice-Hall's *Science Explorer* series for life science and earth science. Although both texts are California editions, the standards integrated throughout each volume are for establishing middle-school-level competency.

**Social Sciences.** For our courses in U.S. history and geography and world history and geography, Lyle Egan uses the 2006 California editions of McDougal-Littell's® *The Americans* and *Modern World History*, respectively—both of which are fully-aligned to California content standards in these subject areas and both of which were purchased with an array of ancillary print and media materials.

For our courses in American government and economics, Lyle Egan uses the 2005 edition of Prentice-Hall's® *Magruder's American Government* and the 2001 edition of Prentice-Hall's *Economics*, respectively. Although both series conform to nationally-recognized objectives in these areas, neither is aligned or even correlated to California state standards.

### **Availability of Sufficient Textbooks and Instructional Materials**

Information about the availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, health, and science laboratory equipment, as appropriate.

In compliance with the 2004 *Williams vs. State of California* settlement (sufficiency of instructional materials lawsuit), all of our on-campus teachers have adequate stocks of textbooks in each subject area offered for in-class use by all students having correctional classifications permitting attendance at on-campus classes.

However, as noted elsewhere in this report, 60% of the residents of our facility are restricted from intermingling with other classmates and so receive their education at their living quarters through Lyle Egan's extension program. Our school currently is establishing a set of remotely-placed secure cabinets to supply these outreach and itinerant teachers with instructional materials at the disparate locations within the compound where they teach.

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Although the *Williams Act* also requires schools to provide each student with all printed materials necessary to complete homework assignments, institutional safety regulations impose limitations and restrictions on items on living units which have hard covers, substantial weight, or metal fasteners. For this reason, our school is currently working on a comprehensive plan for the use of instructional materials in alternative education settings which will permit our teachers to safely leave subject area content with students in their cells without inadvertently supplying them with potential weapons.

**English Language Arts.** Abundant supplies of Holt® *Literature and Language Arts* textbooks and supporting materials are available at our school; however, the stock of Hampton-Brown® *High Point Literacy* textbooks is exactly correct for our current population—but with no cushion. Additional High Point textbooks and California lesson plans are on order, and additional High Point reading collections need to be ordered.

**Mathematics.** Copious quantities of our district's high school Prentice-Hall® pre-algebra, Algebra 1, geometry, and Algebra 2 textbooks, workbooks, CDs, and manipulatives are on hand, as well as for our district's remedial Saxon Math 54, 65, 76, and 87 series. However, to date, our curriculum coordinator has been unable to procure teacher editions of Prentice-Hall's *Pre-Algebra California Edition*. The school has also requisitioned Renaissance Learning's entire *Accelerated Math* program for prealgebra, Algebra 1, and CAHSEE math test-prep to supplement the core texts.

**Natural Sciences.** Our science department has an ample supply of both the California edition and the non-California edition of Glencoe's® *Biology, The Dynamics of Life* textbook and most of its supporting materials. Currently the supply of Prentice-Hall's *Earth Science* is sufficient, as are the shelves of Prentice-Hall's preparatory Science Explorer series (*Focus on Life Science* and *Focus on Earth Science*), although few of these books are in use yet.

**Science Lab Equipment.** As detailed in the preceding section on Quality and Currency of Textbooks, our school possesses no traditional science lab equipment, largely due to safety concerns in a correctional setting. However, we do have twenty licenses for Glencoe's *Virtual Lab* software for *Biology, The Dynamics of Life*, although establishing a computer lab has delayed their use. The science department is currently researching the purchase of lab specimens which could enrich the.

**Social Sciences.** Of all the instructional items discussed on this page, our social studies materials are in the shortest supply. This is due to the convergent effect of three factors: (a) our procurement officer is restricted to small textbook purchases because state regulations prohibit shipping charges in excess of \$300—which is quickly reached when ordering thick history books, (b) many of our alternative education and satellite education teachers are credentialed only in social science—so the demand from our outreach program for materials in these areas is greater than for other academic subjects, and (c) the subject area which the greatest number of our students have not yet completed is economics—again creating a disproportionate demand for economics books. Additional materials for US history and geography, world history and geography, American government, and economics are on order, but the current supply will remain inadequate for the remainder of the year.

**Fine Arts.** Our district has just finalized its selection of fine arts materials and our school has already procured an initial set of student editions of Glencoe's *Focus on Art* and *Music, Its Role*.

### Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Lyle Egan High School has four 75-minute periods on four days of each week and two 90-minute periods one day per week, yielding 1,380 minutes per week. The school year varies from 248 to 249 days annually (49.8 full weeks), which yields the minutes per year shown below.

Grade	Instructional Minutes per Year
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Level	Offered	State Requirement
8	68,724	54,000
9	68,724	64,800
10	68,724	64,800
11	68,724	64,800
12	68,724	64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	244 days	180 days
10	244 days	180 days
11	244 days	180 days
12	244 days	180 days

### Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

To ensure uninterrupted time for faculty meetings and accreditation focus group meetings, as well as for leadership team meetings, ASB meetings, and joint site council meetings, Lyle Egan High School has one minimum day per week, or fifty-two per year, since we operate on a continuous twelve-month school year.

Each shortened day consists of 180 minutes of instruction. The meetings are held before or after the instruction—alternating back-and-forth each week, and are held on Tuesdays or Thursdays—again alternating from week to week. To automatically compensate for the loss of instructional minutes on the shortened days, the school day is 300 minutes long on the other four days of each week, yielding a daily average per week of 276 minutes (or approximately seventy-seven minutes per period for eighteen periods per week).

Weekly minimum days also include delivery of such student services as academic guidance, high school graduation plan counseling, and IEP and SCT meetings, as needed.

## X. Postsecondary Preparation

### Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Lyle Egan High School offers no advanced placement or international baccalaureate course.

### Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Student Enrollment In All Courses	Student Enrollment In Courses Required	Percent of Student Enrollment In Courses Required
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	For UC and/or CSU Admission	For UC and/or CSU Admission
939	293	31.2

### Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
21	0	0.0

### SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	unk	120	91	448	69	71	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	unk	0.0	1.1	0.7	0.0	0.0	36.7	35.3	35.9
Average Verbal Score	unk	N/A	unk				494	496	499
Average Math Score	unk	N/A	unk				518	519	521

### College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Since fewer than 8% of our students enroll in college, SAT, ACT, PSAT, and NMSQT testing is not offered at our site, nor are offered any preparation courses for these tests. However, the EAP (Early Assessment Program) exams are offered to all of our juniors taking the annual STARS battery to determine if remedial courses in language arts and math will be necessary if they were to be admitted to the UC or CSU systems.

The University of LaVerne has an extension program held on our grounds which offers an associate degree in sociology to those residents who qualify for admission. Such admission is based upon an evaluation of high school work and does not require SAT/ACT scores.

### Workforce Preparation Programs

Information about the school's career technical education programs and classes.

All of the students at Lyle Egan High School will eventually be released from custody and will need to obtain gainful employment at that time. To prepare such students for successful parole, Lyle Egan High School offers instruction in fifteen industrial, technical, and service trades taught in specifically-equipped vocational shops by designated-subject credentialed teachers.

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Each program offers coursework at the basic, intermediate, and advanced levels, and seven of them offer certification from industry-recognized associations—Computing Technology Industry Association, California Board of Barbering and Cosmetology, American Welding Society, Occupational Safety Training Systems, National Restaurant Association, Johnson-Diversey Corporation, and Toyota Industrial Equipment/Yale Industrial Trucks/Clark Material Handling Company. To facilitate on-site attainment of such certificates, Lyle Egan has an official Prometric test center on campus.

To ensure that students have sufficient training to develop an employable level of skill in a vocational trade, almost all of the school's elective courses are offered by the career technical department. Most of this school report card details the academic programs at Lyle Egan; however, 22% of the students served by our school already possess diplomas or GEDs and only a portion of them have been admitted to our on-site satellite campus of the University of LaVerne. To provide a relevant education to the 170 high school and equivalent graduates at our school, we offer the career technical opportunities just described.

To respond to changing workforce trends, our school is always in the process of opening new trades and discontinuing old ones. To remain abreast of changes in their fields, all career technical instructors at our school are members of trade advisory councils and regularly participate in industrial visitations and best practices workshops.

### Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2004-2005 (CDE 101 E1)*.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diplomas	Graduation Rate
165	47	10	21.3%	Twelfth grade data is not reported on form E1 by the Juvenile Justice Division, per CDE below.		

Per the Perkins Data System Office of the California Department of Education, the Department of Correction's Juvenile Justice Division should not report twelfth-grade CTE data on Form E1, since doing so requires later filing of Form E2, which cannot be done after students leave our school since contact is not maintained with parolees

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries for non-juvenile justice schools may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>.

Category	California Education Authority <sup>1</sup> District Amount	State Average For High School Districts In Same Category (ADA > 4,000)
Beginning Teacher Salary	\$49,224 – \$59,832	\$36,464
Mid-Range Teacher Salary	\$51,564 – \$62,616	\$61,925

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<b>Highest Teacher Salary</b>	\$54,036 – \$68,928	\$77,260
<b>Average Principal Salary</b>	\$65,244 – \$83,292	\$109,001
<b>Superintendent Salary</b>	\$95,340 – \$105,108	\$158,638
<b>Percent of Budget for Teacher Salaries</b>	95%	38.1%
<b>Percent of Budget for Administrative Salaries</b>	1%	5.2%

## **District Expenditures (Fiscal Year 2003-04)**

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

CEA District <sup>1</sup>	CEA District <sup>1</sup>	State Average for High School Districts	State Average for all Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
pending	pending	\$7,007.	\$6,919.

These data are incomplete and approximate. Due to departmental consolidation (CDC and CYA) complete expenditure numbers will not be available until approximately September 2006.

## **Types of Services Funded**

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Title 1/ESEA  
 Title 3/ELL  
 Carl Perkins/Part A-State Leadership  
 Carl Perkins/Part B-Secondary Education  
 Workforce Investment ACT-Adult Education, Family Literacy  
 Special Education/IDEA Part B  
 Library-Media Program  
 Prop 98/General Fund  
 Lottery-State Special Fund